

STEPS OF THE OBSERVATION PROCESS

STEP/TIMELINE	WHO	DOCUMENT	WHAT	RESULT
1. Preparing for the Pre-Observation Conference <u>(due 48 hours prior to the pre-conference)</u>	Teacher	Lesson Plan Form, D1/D4	Teacher completes the Lesson Plan Form, referring to the rubric for D1/D4 while doing so	Teacher shares document with evaluator Teacher will have designed a lesson at the highest rubric levels possible
2. Pre-observation Conference	Teacher & Evaluator	Lesson Plan Form, D1/D4	Teacher and evaluator discuss lesson plan and rubric; make improvements, additions	Teacher and evaluator will have collaborated to make refinements in the target lesson, toward the distinguished level
3. Observation of the Lesson <u>(due within 48 hours)</u>	Evaluator	Observation Evidence Collection Form, D2/D3	Evaluator collects evidence of D2/D3 during instruction	Evaluator shares evidence with the teacher
4. Reflecting on the Evidence <u>(due within 48 hours of Step 3)</u>	Teacher	Observation Evidence Collection Form, D2/D3	Teacher reviews the evidence and may make additions or corrections; shares with evaluator	The evidence of the lesson is accurate and representative of the lesson taught
5. Initial Lesson Assessment <u>(due within 48 hours of Step 3)</u>	Teacher	Observation Evidence Collection Form, D2/D3 & Framework Rubrics	Teacher assesses the lesson on the Framework Rubrics using the (adjusted) evidence from the lesson; uploads assessment to the shared folder	Teacher's viewpoint/assessment is part of the evaluation process
6. Preparing for the Post-Teaching Conference	Evaluator	Observation Evidence Collection Form (adjusted) Teacher's Initial Lesson Assessment	Evaluator marks components of agreement ONLY on initial lesson assessment; prepares questions for the post-conference	Components of agreement are not the focus of the post-teaching conference, reducing its length
7. The Post-Teaching Conference <u>(due within 5 days of Step 5)</u>	Evaluator & Teacher	Observation Evidence Collection Form (adjusted) Teacher's Initial Lesson Assessment (adjusted, components of agreement)	Components of difference are discussed; teacher shares rationale for assessments; rubric/evidence as the focus Teacher and evaluator collaboratively complete the observation summary. Both sign and date	Final ratings for the components of difference are derived, collaboratively if possible; evaluator is final arbiter The conference ends by identifying the focus component of the lesson and strategies for growth in this component